

Distance Learning at the Cleveland Museum of Art

Scary Art

Grades 7 -12

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Teacher note:

Please have students bring pencil, paper and viewing guide to the distance learning program.

Teacher Information Guide:

Program Objectives:

Students will learn and understand...

1. Works of art can reflect an artist's imagination and beliefs.
2. Works of art can reflect the cultural perspectives during historical periods.

National Education Standards:

For Language Arts – English (grades K-12):

- Reading for perspective.
- Understanding the human experience.
- Evaluating strategies.

For Fine Arts - Visual Arts (grades 5-8, 9-12):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.

For Social Sciences – U.S. History (grades 5-12):

- Era 2: Colonization and settlement (1585-1763)

For Social Sciences – World History (grades 5-12):

- Era 6: The emergence of the first global age, 1450-1770
- Era 7: An age of revolutions, 1750-1914

Program Description:

Fun for Halloween or anytime – Scary Art features goblins, witches and dastardly doings! Explore otherworldly paintings and prints by Francisco Goya, Salvator Rosa and Albert Pinkham Ryder for an art journey to the other side. This program looks at artwork that connects with a time in history when people were truly afraid of witchcraft (the era of the Salem Witch trials), and also looks at the symbolism of ghosts, goblins and monsters in artwork from other time periods.

Teaching Extensions:

Have students visit the following website:

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm>

Under 'Selected Images'

Then have students select an image (good choices include #1,4,5,8,9,and 16) and write a story or explanation of what happened to lead up to the scene in the picture and/or explain what is taking place in the picture

Some questions they may answer:

Who is the main person in the image?
Why is he/she there?
Who are the other people in the image and why are they there?
The other people in the image, are they important?
What is the outcome of the scene?

Students can also explain how they might feel if they were there in person watching the scene take place.

Other extensions:

Have students write an essay answering this question:

Was there a time when you accused someone of something that you knew was not true so that you would not get in trouble? How did it turn out? Did you feel guilty afterwards?

These could be debated in groups or individually:

1. Colonists in Salem, Massachusetts persecuted those who seemed somehow different. The colonists' behavior was unexpected due to their own resettlement in the colonies in order to escape religious persecution in England.
2. The Constitution mandates the separation of church and state. Yet religion was been used by the government as justification for many abuses, such as the seizing of land from the Native Americans during the 19th century. This was done under the guise of Manifest Destiny. Should religion still play a role in government actions? Has it done so at anytime during the 20th century?
3. Superstition played a role in the Salem Witch Trials. Today superstition no longer has a place in the 21st century. Black cats can cross your path and nothing bad would happen. The number 13 is just a number. A four leaf clover will not bring you any luck.

Suggested Websites:

Below is a selection of websites that may be useful for preparing the students for this lesson in advance of the videoconference:

Website featuring a biography and some art by Salvator Rosa

<http://www.kfki.hu/~arthp/bio/r/rosa/biograph.html>

National Geographic site that lets you go on trial as a witch

<http://www.nationalgeographic.com/features/97/salem/>

Francisco Goya's "Black Paintings"

<http://www.artchive.com/galleries/goya/notes.html#paintings>

Short article about the origin of Halloween

<http://wilstar.com/holidays/hallowen.htm>

Teacher Rubric

Rate the Following elements:

4 = Excellent 3 = Proficient 2 = Marginal 1 = Deficient

<u>Components</u>	4	3	2	1
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Contents

Focuses on topic	x	x	x	x
Clarity of thought	x	x	x	x
Audience Awareness	x	x	x	x
Supporting details	x	x	x	x
Creative imagery	x	x	x	x

Organization

Introduction, opinion	x	x	x	x
Logical, structure	x	x	x	x
Appropriate conclusion	x	x	x	x
Transitions used	x	x	x	x

Language

Word choice, precise, and appropriate	x	x	x	x
Maintains point of view	x	x	x	x
Variety of sentence structures	x	x	x	x

Components

Complete sentences	x	x	x	x
Subject-verb agreement	x	x	x	x
Correct paragraphing	x	x	x	x
Capitalization, punctuation, Spelling	x	x	x	x

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Student Checklist

I will earn my best score if:

___ My writing focuses on the topic.

___ My writing has an introduction, a body and a conclusion.

___ I begin with a good lead paragraph that captures the reader's attention and interest and clearly states my opinion.

___ I give sufficient facts/or reasons to support the opinion.

___ I give enough details which are presented in order of importance to fully develop the facts and/or reasons.

___ My ideas are clearly stated.

___ The words I use are precise, vivid, and appropriate to the subject, purpose and audience.

___ I use transition words/phrases to tie my ideas together.

___ I use complete sentences and a variety of sentence patterns.

___ I indent to begin a new paragraph for each new idea.

___ I use correct forms of nouns and verbs and my verb tenses are consistent.

___ I follow the rules for good grammar and proper usage.

___ I use capital letters at the beginnings of sentences, for proper nouns and adjectives, and for important words in titles.

___ I use proper punctuation.

___ I spell words correctly.

___ I maintain a point of view.

___ I use sentence combining, including complex sentences.

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Writing About Art

Learning to write about art is a helpful tool in understanding it. Once the observer knows what to look for in a piece of artwork, it becomes easier to both write about and understand the work. Listed below is a guideline that will help you.

Questions to ask yourself as you write:

1. *What do you see? What is this picture about?*

People

Objects

Scene – time and place

Action – what is going on ?

2. *How is the work made --what materials, tools, or process are used? What elements has the artist manipulated? The following list may be helpful.*

Oil, watercolor, pastel, ink, clay

Palette knife, brush, pen, chalk, etching, screen printing

Color, light, line, shape, space

3. *How does the work make you feel?*

Happy, sad, anxious, angry, nostalgic, adventurous

Are the brushstrokes rough or smooth, or are they evident at all? Are the colors hot or cool

Is the subject matter active or quiet, ? Are the lines flowing, irregular or discontinuous?

In addition to analyzing the work, it is also important to do a little research about the artist such as when and where the artist lived. What were some of the things the artist was concerned about and how is this apparent in his or her work? Were there things in the artist's life that inspired him or her? In short:

4. *What can you learn about the artist:*

What country is the artist from?

What can you find out about his or her experiences?

What ideas or feelings is the artist suggesting?

Finally, play the role of the art critic. Art criticism is based on a number of things. Think, for example, about the style the artist is using. You may want to consider the following approaches the artist may have taken:

Realism: The artist accurately describes the subject matter – the art looks real.

Formalism: The artist has experimented with shape, color, space in an unusual way.

Now put it all together! You decide - has the artist succeeded in doing what you think he or she tried to do?

Goya Quote:

“Imagination abandoned by reason produces impossible monsters, united with her, she is the mother of the arts and the source of their wonders.”

Selected Images from Scary Art



Scene with Witches: Day (on the left) and Morning (on the right)

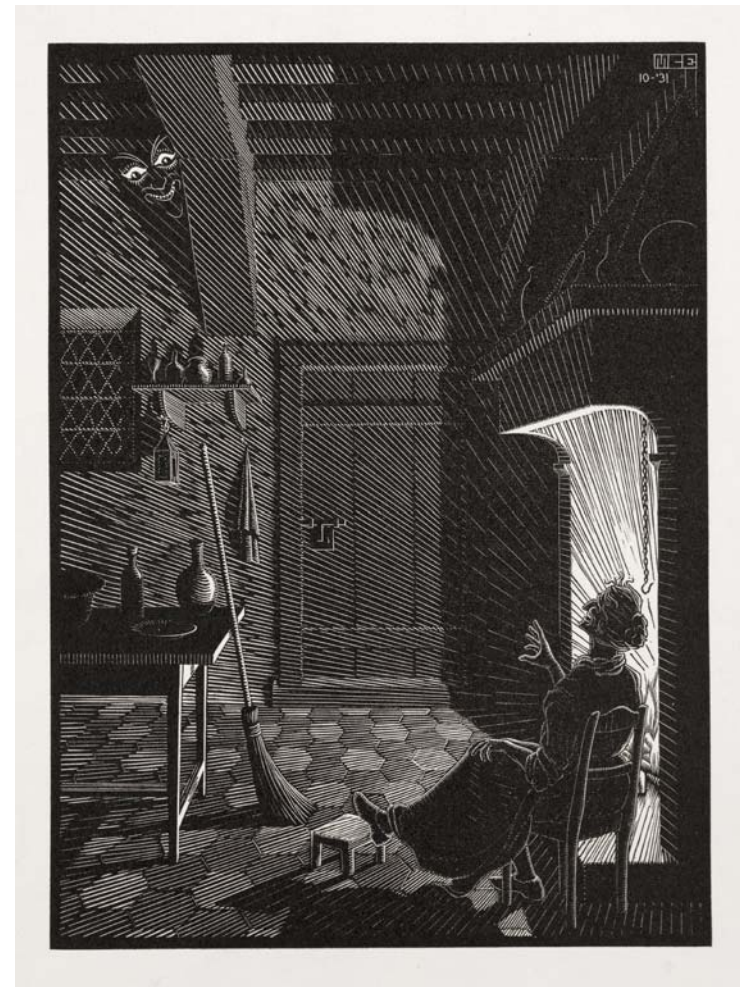
Salvator Rosa (Italian, 1615 - 1673)

1645-1649

1977.37



Caprichos: They Spruce Themselves Up
 Francisco de Goya (Spanish, 1746 - 1828)
 1922.646



The Terrible Adventures of Scholastica: Illustration, Page 5
 Maurits Cornelis Escher (Belgian, 1898 - 1972)
 1931
 2004.79